

# Teacher Training in the United States

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Fellow (ELF)

# Requirements for a Teaching Degree

- Certification given by states, not federal government
- Examples will be given for the state of Oregon

# Requirements for B.A. degree

- 180 hours total

Using a quarter system

- 45 hours per year (15 per term)
- $45 \times 4\text{years} = 180$  hours total
- Roughly half (90 hours) is in major field
- Another half (90 hours) is in the Baccalaureate Core (general studies)

# Pre requisites for Education Majors

- **Core Course Requirements  
(Students take these classes  
prior to start of program)**

TCE 411 (3) Educational  
Psychology

TCE 216 (2) Foundations of  
Education

TCE 219 (2) Multicultural Issues in  
Educational Settings;

or

TCE 522 (3) Racial and Cultural  
Harmony in the K-12 Classroom  
Discrimination for the Oregon  
Educator Workshop

# Required Education Courses

- **Summer**

Eight hours of course work required for "Immersion" program.

TCE 599 (2) St/Science Methods

TCE 527 (2) Alternative Assessment

TCE 409 (4) Intro to Professional Teacher Education Program

- **Fall**

TCE 520 (3) Classroom Management

TCE 555 (3) Integration of the Disciplines

TCE 563 (2) Students with Special Needs

TCE 510 (1) Internship

- **Winter**

TCE 557 (3) Strategies of Teaching Mathematics

TCE 599 (2) Language Arts Methods

TCE 573 (3) Instructional Approaches for P-12 English Language Learners

TCE 510 (4) Internship/Student Teaching

- **Spring**

TCE 599 (1) Action Research

TCE 510 (11) Internship/Student Teaching

# Criteria for Degree

- Completion of course work and testing requirements= initial teaching certification.
- Successfully presenting and defending initial teaching portfolio during oral exam= Master of Arts in Teaching degree.

# Reflections of Personal experience

Why do you want to become a teacher?

Think of a teacher in your past who had a positive influence on you. Explain how and why this teacher was a good role model.

(Think this over for a few minutes and jot down your ideas.)

# College of Education, Oregon State University

- “The graduate level Early Childhood/Elementary Teacher Licensure Programs hold a social justice perspective towards education, curriculum, and teaching.
- From this perspective, the purpose of education is to promote a democratic society based on principles of social justice and economic equity.
- Schools and education should be laboratories for democracy, where adults and children learn together to raise questions about issues and problems, both of a cognitive and social-critical nature, and they work together to find the answers to those problems.”



# OSU

## philosophy, continued

- We, the Elementary Education Faculty, believe that people learn *by constructing their own knowledge* in relationship with other more knowledgeable people in the context of authentic activity...

# Philosophy, continued

- A basic task of education is to support students' abilities and dispositions to analyze experiences as they relate to justice and equity issues, ....

# The role of a teacher

- “We perceive teachers as the more knowledgeable others who seek to engage the learner in activity that is culturally sensitive, meaningful, authentic, and educational.”

# Goals of teacher training

In our programs(OSU) you will learn to

- acquire learner-centered teaching techniques
- develop classroom management skills
- design and teach integrated curricula
- implement and use alternative forms of assessment
- apply technology to your teaching
- learn how to teach subject-specific pedagogy

# Learner centered teaching: Personal reflections

- What is the role of the teacher in the classroom?
- What is the role of the student in the classroom?

# Learner Centered Teaching

**What is the role of the teacher in the classroom?**

- Facilitator
- Create setting for learning
- Provide stimulus and conditions for learning

**What is the role of the student in the classroom?**

- Capable of giving as well as taking
- Responsible; develop their own skills in learning how to learn
- Creative, inventive, independent

# Physical Arrangement of Classroom

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# Alternative forms of assessment

- Portfolio
  - Samples of a student's work that demonstrate proficiency
    - -Videotape
    - Audiotape
    - Writing samples
    - Reading reports
- Task performance
  - Making presentations and reports
  - Talking to native speakers



# Learning Styles

- What is your learning style and how does it relate to your students' learning styles
- Do Learning Style Inventory

# Debriefing of Learning Style Inventory

- Auditory
- Visual
- Kinesthetic
- Mixed-Modality

# Summary

“Education is not so much about the filling of a pail as it is about the lighting of a fire.” Yeats

